PSIA/AASI Intermountain Children's Specialist PowerPoint Reference Guide

PowerPoint Reference Guide

- **This Reference Guide provides summaries for a few Children's Specialist Concepts**

- **Please refer to "Core Concepts for Snowsports Instructors" (2001) and "Children's Instruction Manual - 2nd edition" (2008) for more information**
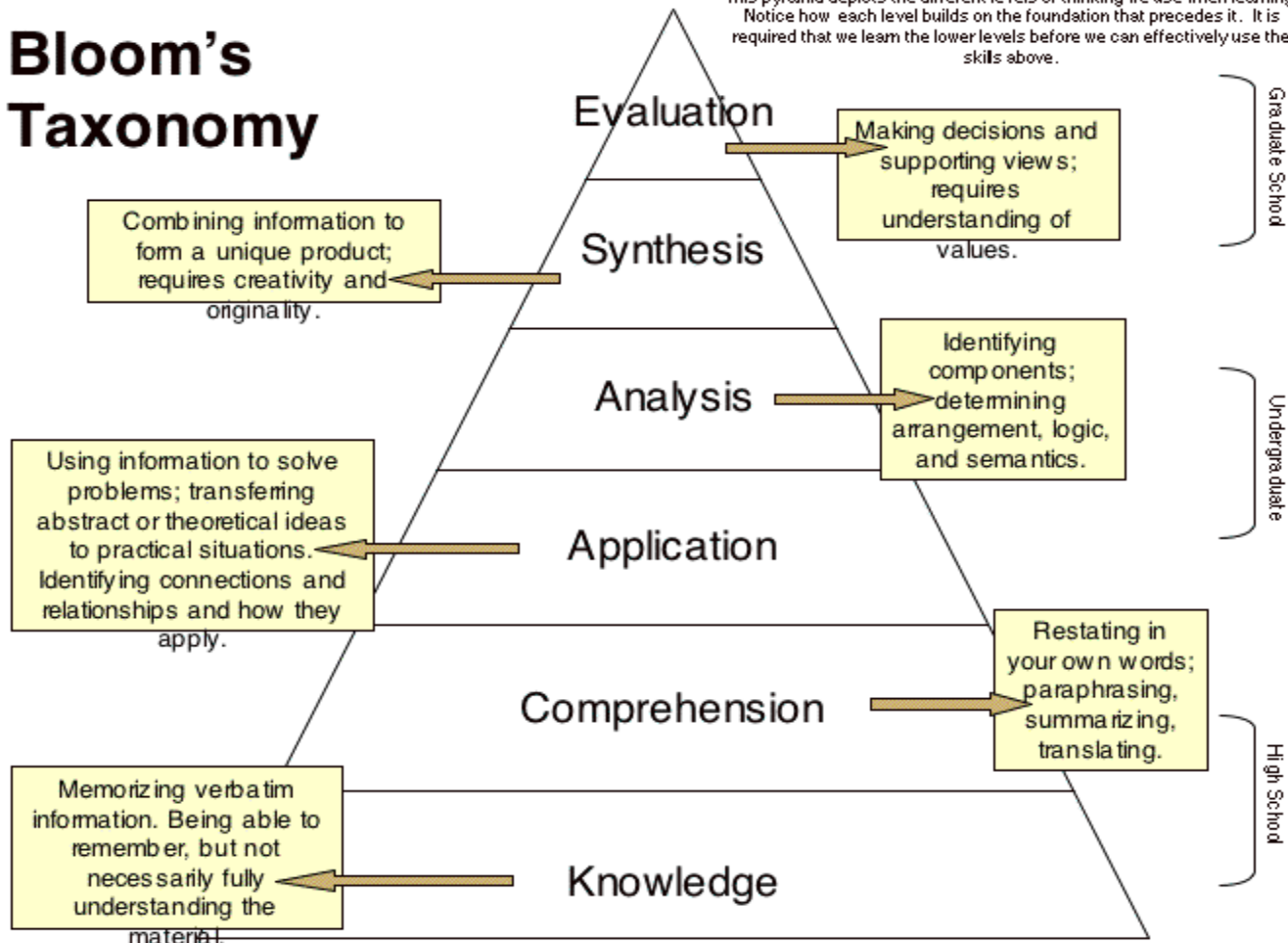
Models & Concepts

Bloom's Taxonomy

Bloom's Taxonomy

This pyramid depicts the different levels of thinking we use when learning. Notice how each level builds on the foundation that precedes it. It is required that we learn the lower levels before we can effectively use the skills above.

Evaluation — Making decisions and supporting views; requires understanding of values.

Synthesis — Combining information to form a unique product; requires creativity and originality.

Analysis — Identifying components; determining arrangement, logic, and semantics.

Application — Using information to solve problems; transferring abstract or theoretical ideas to practical situations. Identifying connections and relationships and how they apply.

Comprehension — Restating in your own words; paraphrasing, summarizing, translating.

Knowledge — Memorizing verbatim information. Being able to remember, but not necessarily fully understanding the material.

Graduate School
Undergraduate
High School

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Maslow's Hierarchy of Needs

Self-Actualization
(To excel & explore)

Self-Esteem
(Things that increase our self worth)

Belonging
(Feeling welcome within the community)

Safety & Security
(Within current environment)

Physiological Needs
(Can't live without - food, water, shelter)

" Once the needs at one level are satisfied we move on to the next level of needs in our journey toward a state of self actualization" – Maslow

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Movement Concepts

Concept	Movement	What?
Motor Control	**One-sided**	Moves one body part at a time
	Bilateral	Move 2 sides of the body at the same time
	Cross-sided	Move upper body in opposition to lower body
Movement Skills	*Fore/Aft Movements develop before Lateral/Oblique Movements*	
	Locomotor	Traveling movements: Walking & sliding
	Non-Locomotor	Movements that originate from a base of support: Bending & twisting: "Reach for the sky, then touch the ground"
	Manipulative	Holding poles; picking up an object

Teaching With Creativity

Gardner's Multiple Intelligences

Intelligence	Process information	Teaching Strategy
Verbal-Linguistic (Word smart)	Loves words & language, reading & talking, telling & hearing stories	Have kids tell stories about their skiing experiences
Logical-Mathematical (Number/logic smart)	Asks "why" & "how," recognizes patterns easily, follows logical steps, works to solve problems	Use numbers to relate to movements (i.e., numbers 1-5 correspond to different size wedges)
Spatial (Picture smart)	Has an active imagination, thinks through pictures & images, enjoys designing, drawing & visualizing	Draw turn shapes or track shapes in the snow; Have kids map where they skied
Bodily-Kinesthetic (Body smart)	Thinks through sensations, desires to move	Relate skiing movements to those common to other physical activities; Have kids ski around slalom poles, cones or other visual aids
Musical-Rhythmical (Music smart)	Thinks through sounds, rhythm & musical melodies	Use rhythm or music as a cadence for movement; Have kids identify the sounds that their skis make on the snow
Interpersonal (People smart)	Adept in social situations, aware of others feelings & able to respond appropriately, use input of others to base responses	Emphasize group interaction; Assign each kid a special duty to perform within the group
Intrapersonal (Self smart)	Thinks a lot, likes to work alone, processes info within themselves, easily sets personal goals	Create problem solving situations (i.e., let kid select their own path or turn shapes down a run)
Nature Smart	"Naturalist intelligence enables human beings to recognize, categorize & draw upon certain features of the environment when processing information"	Learning is experienced through the natural world

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Real vs. Ideal Movements

Real vs. Ideal Movements - Summary

Ideal - Skiing	Real - Skiing
• Ankles, knees & hips flex and extend to maintain balance and pressure control over the skis • Directional movements of the feet, legs & hips release and engage the edges at the turn transition • Balance is directed to the outside ski in the turn • The legs & feet turn under the upper body to guide the skis • Movements of the upper body, arms, hands & pole usage are disciplined and directed to flow with the skis through turns	• Kids flex more in the hips & knees and tend to work the back of the boot and tail of the ski more • Kids tend to move their whole body and legs in a more gross way • Edging movements tend to be more harsh & bracey • Balance may or may not be well directed to the outside ski in the turn • Kids generally lack upper/lower body separation & tend to turn their whole bodies • Kids under 7 usually don't use poles and generally lack upper body discipline
Ideal – Riding	**Real - Riding**
• Ankles, knees & hips flex and extend to maintain balance and pressure over the board • The legs and feet work independently or oppositionally to torsionally flex or twist the board • Movements of the upper body, arms & hands are disciplined and compliment the action of the legs • Movements to toe & heel sides are used equally and toe/heel symmetry results	• Kids tend to flex more in the hip than lower in the body, levering off the binding backs • It is difficult for kids to work the legs in opposition; they tend to use the legs more as a unit • Kids have an easier time controlling the trunk & try to use the upper body before the legs • Turn initiation is often slow & the board tends to slide sideways at end of turn

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Real vs. Ideal - Skiing

Ideal	Real	Why?
Balancing/Stabilizing Movements		
• Joints flex & extend evenly (ankles, knees, hips & spine) • Hips centered over feet (side view) • Ears ahead of center of feet; hands ahead of ears • Outside ski bends more than inside ski - primary weight is on the middle of the outside ski	• Knees & hips flex greater in younger children • Ankle movements not as coordinated • Hips slightly behind feet, ears over heels, or ears over knees • Hands in a variety of places depending on child's size & speed at which they're traveling • Inside ski weighted as much as outside ski, bends toward tail	• Large muscle groups develop first
Directional Movements		
• Body moves into direction of new turn for edge change • Ski travels along arc – tip & tail through same path • Pole swings in direction of travel	• Movement is up & back to change edges • Tail of ski slides past arc of tip - pivot and skid • Poor coordination of pole swing & directional guidance	• See other sections

Real vs. Ideal - Skiing

Ideal	Real	Why?
Rotational Movements		
• Legs turn underneath the upper body to guide skis through the arc of turn • Femur (thigh bone) rotates in hip socket • Upper body remains stable & strong	• Shoulders and torso generate turn - large muscle groups are stronger • Articulation of joints is not well developed • Entire body moves as a unit	• Strength & coordination of upper body develops first • Ability to move body parts in opposition not yet developed in young children
Pressure Control Movements		
• Body and skis flow smoothly over changing conditions and terrain • Joint flexion & extension is determined by changes in terrain & pitch of slope • Skis bends progressively through the turn; entire ski used in turn	• Bouncing & loss of contact • Joint flexion uncoordinated; knees & hips usually over-flexed • Bend in ski comes late in turn - frequently at the tail	• Strength & coordination of large muscle groups develop first
Edging Movements		
• Diagonal movements of feet, legs & hips engage & release edges • Shins contact both boot cuffs on a forward diagonal • Edges engaged & released in one smooth movement	• Tipping of legs & body into hill, & away from ski creates edge • Shins have little or no contact with front of boot cuff • Movements are harsh & jerky	• Strength & coordination of the larger muscles of the upper leg & torso develops first; lower leg & ankle later • Ability to coordinate oppositional movements of the left & right side of the body not yet developed

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Real vs. Ideal - Riding

Ideal	Real	Why?
Reference Alignments		
• Shoulders, hips & knees aligned perpendicular to front foot • Head & eyes turned toward direction of travel	• Feet, knees, hips, shoulders, hips, feet, head, & eyes all facing the same direction, or head & upper torso turned toward nose of board	• Ability to move the body sideways develops later than ability to move forward and backward
• Shoulders & hips aligned with terrain on which board is moving or about to land	• Shoulders & hips rarely tip to align with terrain, but stay fixed in one plane	• Easier for kids to do same moves with right & left sides of body • Movements required to tip hips & shoulders more difficult
• Head & hips align between the feet & over the board or turning edge	• Heel-side moves: Hips are outboard of heel-side edge & head is over or beyond toe-side edge • Toe-side moves: Hips are over center or heel-side edge of board & head is outboard of toe-side edge	• Muscle strength & coordination to flex ankles develops later than strength to flex hips and knees • Children use hips and knees to align center of mass
Rotational Movements		
• Rotation of legs, hips, & lower spine dominates	• Rotation of shoulders & upper spine dominates • Lower body rotation tends to be a result of counter-rotation or rotation of upper body	• Muscle control develops first in head & torso, then moves along extremities
• Rotational movements are well controlled & efficient	• Rotational movements tend to be more than needed (primary movements used to change board direction)	• Movements tend to be exaggerated & uncontrolled initially. Later, become refined & efficient

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Real vs. Ideal - Riding

Ideal	Real	Why?
Flexion & Extension Movements		
• Feet, ankles, knees, hips, & spine all involved in flexion & extension movements that move CM up & down, side to side, or fore & aft relative to board deck	• Flexion & extension of knees and hips dominates	• Muscle strength & coordination to flex ankles & toes develops after strength to flex hips & knees • Children use hips & knees to align center of mass
• Movement generally initiated from feet & ankles	• Movement in feet & ankles occurs as a result of upper body movement if at all	• See above
• Toe-side moves: Toes, ankles, & knees flex to move CM over or beyond toe-side edge to increase edge angle	• Toe-side moves: Hip flex dominates with some knee flex moving torso toward toe-side edge & hips toward heel-side edge • (or) Hips & knees remain extended & entire body tips to inside of turn from ankle • Consequence: Little or no edge angle	• See above
• Heel-side moves: Flexion of ankles, knees, & hips causes back of lower leg to lever against high-back or back of boot & aligns hips over heel-side edge & increases edge angle	• Heel-side moves: Knee flex dominates, with some hip flex • (or) Hip flex dominates with no knee flex • Consequence: Back of lower leg applies little leverage to high-back & hips end up outboard of heel-side edge with little edge angle	• See above.
• Fore & aft movements of center of mass used to anticipate, initiate, & direct movement of board through turn are controlled through oppositional flexion & extension movement of joints on left & right sides of body	• Joints of right & left sides of body tend to flex or extend the same amount at the same time, so CM is centered, or board accelerates toward fall line, behind middle of board • Turn initiation often slow, & board tends to slide sideways at end of turn	• Easier for kids to do exactly the same moves with right & the left sides of body • Oppositional movements used to extend left knee while flexing right knee develop later

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PDAS

PDAS: Overview

	Objectives	How?
Play	• Introduce the Lesson Segment • Assess Student	• Discover kids' desires • Create positive group dynamics & trust • Assess movements (real vs. ideal) & review skills
Drill	• Determine Goals & Objectives • Present & Share Info	• What are the kids' goals? • Present & share info • Implement action plan
Adventure	• Practice • Check for Understanding	• Practice ("Drills, skills, & hills") • Frequently check for understanding • Add challenges, when appropriate
Summary	• Summarize Learning Segment	• Review goals • Summarize experiences & objectives

PDAS: 3-4 Years

Characteristics	• Language use beginning • Egocentric ("Me") • Can only process one thing at a time; can't reverse directions • Large head in proportion to body • Whole body moves as a unit • Separation anxiety
Play	• Choose things that they know ("Their World") • Flexibility & adaptability are essential • Play should revolve around how things look, feel & sound • TLC
Drill	• Physical Development - Balance is always a good focus • Drills should be simple & playful - Use words & ideas that they know (ask them) • Individualized drills - Show them the move & have them show it back • TLC
Adventure	• Establish physical boundaries (so a student isn't overwhelmed by too much open space) • Adventure – Show them that "the mountain is their friend" • Difficult to separate drills from play & adventure • Keep it fun!
Summary	• Goal of the day - Keep their attention & keep them having fun • Summarize by having them show moves with their hands & feet • Summarize with parents - Show them what you did, explain visual & verbal cues

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PDAS: 5-7 Years

Characteristics	• Egocentric; Have not fully developed the concept of sharing • Relate to the world through fantasy • Care more about having fun than competition • Shifting from singular to group play • May have trouble distinguishing amid distractions • Fine motor skills not developed
Play	• Use fantasy, but focus on movement - Walk like a tin soldier, Ski like a butterfly • Choose a theme - Wizard of Oz, Ice Age, Finding Nemo, Harry Potter, Shrek • Make use of your terrain
Drill	• Physical Development - Balance is always a good focus • Drills should be simple & playful - Jump like a grasshopper, Ski tall like an elephant, Ski small like a mouse • They like to be what you want them to be • Drills & adventure coincide – Mesh them to teach kids kinesthetic awareness
Adventure	• Builds bridge back to skiing • Difficult to separate drills from play & adventure • Refine movements started in first task - Hop like a kangaroo, Good bugs chasing bad bugs • Use VAK - Popcorn, Buzzing like bees, Squishing bugs in your boots • Set up a defined area & keep groups working together to build a good team (good & bad bugs)
Summary	• Goal of the day - Keep their attention & keep them having fun • Summarize by reminding them of their experiences; re-enact them • Summarize with parents – Show them what you did, explain visual & verbal cues

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PDAS: 8-11 Years

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Characteristics	• Fine motor skills developing • Developing social skills & sense of competitiveness • Still looking for praise from their coach • They still respect your authority, but maybe not your intelligence • Goal setting is important! Ask them what they want to do!
Play	• Use team building activities to establish a group environment - The "Name" Game • Assess skiing skills thru fun activities - Ski thru an easy terrain park, Hockey/soccer tag • Make use of your terrain
Drill	• Keep drills loose - Freedom to learn thru self-discovery: ski backwards & turn • Keep them busy & challenged, so they aren't always trying to outsmart you • Allow group members to challenge each other (& themselves). Strive for personal improvement • Use cue words to reinforce focus • Use drills that reinforce the same movements/skills that are easily modified to meet the needs of various ability levels within the same group - Whirly birds (linked hockey stops to linked hockey stops to linked short radius turns)
Adventure	• Create play & challenge; bring drills back into skiing • Return to terrain park. Feedback moves from instructor-centered to terrain-inspired • Use terrain to reinforce new movements – Keep it fun!
Summary	• Remind them of a reference point – Physical cues, Verbal cues, Sensory cues • Reinforce skills & safety for terrain features & parks • Review goals - What you did to reach them & how you did it. How can they keep doing it? Why was it fun?

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PDAS: 12-14 Years

Characteristics	• Young adults don't want to be treated like kids – "Talk to them like adults" • Peer acceptance important • Rapid growth/body changes; Center of Mass/Balance changing rapidly • Strength & coordination may not match bone growth • Involve them in decision making & goal setting – Listen to what they want to do
Play	• Students may be nervous (social anxiety) – Find ways to break the ice • Assess skiing/riding with tasks that bring the focus out - "Think of a song; now try to make turns in rhythm with the song's beat" • Be flexible & give them freedom to experiment • Make use of your terrain
Drill	• Select a focus & explain why – "Make better short turns to control your speed on cat tracks" • Direct feedback toward reaching group goals & encourage group interaction – Ski in pairs • Keep directions specific, but use looser group handling – Explore & experiment • Remind them of focus & provide lots of time for individualized coaching & practice • Feedback - Be specific & honest ("Don't blow smoke")
Adventure	• Play, drill & adventure blend together • Continue to reinforce focus as you explore new terrain & conditions • Provide new challenges in a safe environment • Keep evaluation relative to goals – "Can you keep your rhythm in a series of turns on new terrain?"
Summary	• Goal of the day – Review initial goals & steps needed to reach them • Ask them to summarize – What did they get out of it? What did they like? What next? • Give them your perspective on what they accomplished (honest, accurate, specific praise)

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Behavior Management: Problem Solving

Problem Solving
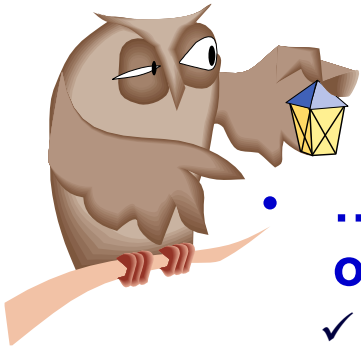
- **… is a technique that teaches kids how solve their own problems and gives them the skills to:**
  - ✓ Be independent
  - ✓ Express their individuality
  - ✓ Be self-reliant
  - ✓ Have a sense of responsibility

- **What a teacher/instructor should <u>not</u> do:**
  - ✓ Is <u>not</u> the authority figure solving the conflict
  - ✓ Does not place blame
  - ✓ Does not try to figure out who had the "toy" first
  - ✓ Does not order kids to take turns
  - ✓ Does not separate, scold or lecture about sharing

Problem Solving - Negotiation

- ***Negotiation* is a process of problem solving**

- **6-Step Model:**
  - ✓ Help the child identify the problem
  - ✓ Encourage the child to contribute ideas to solve the problem
  - ✓ Restate the child's ideas <u>positively</u>
  - ✓ Help the child decide which idea(s) they prefer
  - ✓ Help the child carry out their solutions
  - ✓ Reinforce the process by telling the child how well they solved their problems

- **Helpful Tips:**
  - ✓ Establish eye contact
  - ✓ Position your body at the child's level
  - ✓ Use a neutral tone of voice – and don't become emotionally involved

Presentations

Characteristics of a Good Presentation

Have A Game Plan
• Know the information (Be able to speak without notes & only use an outline) • Practice, Practice, Practice! • Have a game plan for success
When Presenting…
• Make sure everyone can hear you • Have a defined structure: Intro - Body - Summary • Clearly state your objectives & provide a value proposition • Draw the audience in - Use the participant's names • K.I.S.S. (Keep it simple…)
Things to consider…
• Keep it consistent • Eye contact! • Pace the content & keep things moving – *Not too fast; not too slow, pattern interrupt & change your voice inflection* • Be positive! • Use real experiences to bring the information to life • Provide feedback – specific to the individual(s)
Success Factors
• Be flexible! Be able to: (1) Change your approach if things are not working, (2) Adapt to external factors & (3) Adapt to the needs & wants of your audience • Be Yourself!

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